

Career Technical Education (CTE) 2-Year Mini-Review

Deadline: April 13, 2015 (midnight)

Send by e-mail to the Program Review Co-Chair, slillard@valleycollege.edu

Our current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. To meet this requirement, but also not to over-burden these programs, we have instituted a mini-review between the full efficacy cycles (that is, 2 years following the most recent efficacy report). Your program will be assigned a review team, consisting of Program Review members, who will work with you and provide feedback on your documents as you work through the process. Feel free to call on them or the committee co-chairs at any time.

This review is not designed to be comprehensive, but rather, it is expected to be a 2-year **update** since the last full efficacy report. Specifically, this update should address the following five program components: 1. Purpose, 2. Demand, 3. Quality, 4. External Issues, 5. 2-Year Plan.

Instructions:

For each of the five sections:

1. Mark the checkbox that best identifies where the program stands.
2. Provide a brief supporting narrative. Within each section there are examples related to that particular area, which could serve to help describe your program status. It is not necessary to address every item listed; these are included as possible examples. If you have other relevant information pertaining to a given area, then you are encouraged to include that as well.

The purpose of this report is a mid-term update in order to comply with Title 5, therefore, the page length should be in the range of 2 – 3 pages. The boxes for each section are expandable; take the space needed for each section. Keep in mind that this report is an **update** of the previous 2 years, rather than a comprehensive analysis.

CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

Date: 4-1-2015

College: San Bernardino Valley College

Program: Automotive Mechanical

1. Purpose of this Program

No Changes in Purpose
in the Last Two Years

☒

Minor Changes in Purpose
in the Last Two Years

☐☐

Significantly Changed Purpose
In the Last Two Years

☐☐

(Provide update since last full efficacy review; examples include description, mission, target population, etc.)

The purpose of our program over the past two years has not changed. The department target population is the unemployed/under employed and disadvantaged students. The automotive program is an excellent choice for students that are considering a career as an automotive technician or related fields such as vehicle maintenance and parts sales. The department continues to grow and has added extra sections during the summer session to provide the students with additional opportunities. The mission of the department is in-line with the college to provide quality education and services that support a diverse community of learners. The San Bernardino Valley Automotive Technology Program Department provides quality technical education and training to a diverse and deserving community.

2. Demand for this Program

Low Demand

☐

Adequate Demand
for our Students

☐☐

High Demand

☐☒

(Provide update since last full efficacy review; examples include labor market data, advisory input, etc.)

The automotive program is in high demand with all 11 courses offered in Spring 2015 generating a wait list. The opportunity for entry-level technicians is high in this area, which can include parts and industrial mechanic positions. The current labor market Hourly Mean wage is \$21.15 as shown from the EDD from state of California, with an average opening of 2590 new positions in California. The advisory committee continues to strongly support the program by attending the meetings and providing input on needed changes, such as adding basic skills classes.

3. Quality of this Program

Needs Significant
Improvement

☐

Meets Student Needs

☐☐

Highest Quality

☒☐

(Provide update since last full efficacy review; examples include core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)

The EMP data shows the quality of the program with a high success rate of 74.6% average for the past 5 years with the retention rate over the same period of 88.2%. The automotive faculty continue to participate in the student learning outcome process and is now including program learning outcomes. The department for 13-14 issued 16 certificates and 3 degrees. The program continues to articulate courses with local feeder high schools. Industry donations are always welcomed with most equipment being purchased by Perkins and general funds. All faculty members are certified by the Institute for Automotive Service Excellence (A.S.E.).

4. External Issues

Not Consistent with
External Issues

☐

Complies with External Issues

☐☒

Benefits From and Contributes
to External Issues

☐☐

(Provide update since last full efficacy review; examples include legislation, CCCC mandates, Perkins, CTE transition, CalWORKs, WIOA, Career Ladders, etc.)

There are a few external issues that are out of our control. A major pending change in Perkins funding will not allow the funds to pay for lab assistants. We have applied for general funds through the needs assessment process to cover this, if lab assistants are not available student safety is a concern. The automotive department had a decrease in Perkins funds because the Grant Funds are being shared with more departments and an unequal division of funds between the two colleges. All CTE programs have had an addition to the workload by being required to attending meetings and completion of reports and applications for the grants. The department has had an increase in students not receiving their financial aid causing them to drop out of the program. These types of situations put the school in a very bad light in general.

5. Cost of this Program

Expenditures
Exceed Income

☐☐

Income Covers
Expenditures

☒☐

Income Exceeds
Expenditures

☐

(Provide update since last full efficacy review; examples include enrollment/FTES generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)

There have been no major changes in the cost of the program. The major costs of this program are faculty salaries, which are covered, in the general budget. Perkins and grant funds cover the majority of the remaining expenditures usually equipment. The 2014 EMP shows the program generates approximately 119.42 FTES with the WSCH per FTEF of 424 over the past five years. The FTEF is 8.45. With the need to add new courses such as hybrid and alternative fuels. Additional funds will be needed to start and maintain these programs.

6. Two-Year Plan

Need Significant Changes
And/or Increased Resources
to Continue

☐☐

On Track for
Next Two Years

☒☐

Significant Growth
Anticipated

☐

(Provide update since last full efficacy review; examples include recommendations, project future trends, personnel and equipment needs, etc.)

The Department is investigating grants and seeking manufacturer support in the growing field of green technology, this includes alternative fuel such as natural gas and hybrid vehicles. The program will continue to upgrade existing tools and equipment with the use of general and Perkins funds. The Department and Division is working with Administrative Service to bring the building up to current standards. We will continue to provide the best possible education for our students to improve the community.

Signatures:

Administrator

Date

Faculty

Date

Advisory Committee Member

Date